

## Job Description

<b>Job Title:</b>	Teaching & Learning Assistant (TLA)	<b>School Name:</b>	Beormund Primary School
<b>Grade and Range:</b>	Grade 5 – Spine Point 6-13	<b>Hours:</b>	33.75 per week
<b>Reports to:</b>	Class Teacher/Behaviour Support Manager	<b>Working Pattern:</b>	Term Time only (39 weeks)
		<b>Supervises:</b>	None

<b>Purpose and context:</b>	To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed learning activities with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The focus is on learning as well as children's social, emotional and academic behaviours to learning. TLA's will need to respond to questions and generally assist pupils to undertake set activities.
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### Principle Accountabilities:

#### SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of Personalised Learning Plans (PLPs).
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion, diversity and acceptance of all pupils within the classroom
- Personalise the needs of each child and provide learning activities that relate to their ability, capabilities and interests.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Engender conversations with a child around their behaviour in relation to their personal targets.
- Support provision for pupils with special needs.
- Motivate and challenge pupils; promote and re-inforce self-esteem.

#### SUPPORT FOR TEACHERS

- Work with the teacher to maintain a fun, engaging and purposeful learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate. Personalise work for children in Basics to develop their basic skills.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Regularly feedback to the teacher in verbal and/or written form.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.
- Assist in the development and implementation of appropriate behaviour development strategies.

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## SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Have an understanding of the national curriculum
- Implement local and national learning strategies, e.g. English, Maths, EYFS and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources to support learning

## SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, adhere to the KCSIE document, health and safety, and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference ensuring all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required and seek own professional development
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required
- Have due regard for safeguarding and promoting the welfare of children and young people and follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy

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<b>General Statements</b>	<ul style="list-style-type: none"><li>▪ Required to carry out all reasonable duties and responsibilities of the post in accordance with the Council's and school's policies, procedures and standing orders.</li><li>▪ Enactment of Health and Safety requirements and initiatives as appropriate</li><li>▪ All employees are required to declare any conflict of interest that may arise before or during their employment.</li><li>▪ Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.</li><li>▪ Undergo and meet school conditions for a satisfactory enhanced DBS check.</li><li>▪ Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.</li><li>▪ To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.</li><li>▪ .</li></ul>
	<ul style="list-style-type: none"><li>▪ Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.</li><li>▪ Treating all information acquired through your employment, both formally and informally, in strict confidence</li><li>▪ To demonstrate a commitment to good customer care.</li><li>▪ Any other duties of an appropriate level and nature will also be required.</li></ul>
<b>To contribute as an effective and collaborative member of the School Team</b>	<ul style="list-style-type: none"><li>▪ Participating in training to be able to demonstrate competence.</li><li>▪ Participating in first aid training as required.</li><li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li><li>▪ Contributing in meetings and being a supportive member of the school team.</li></ul>

## Person Specification

<b>Job Title:</b>	Teaching & Learning Assistant - Grade 5	<b>School Name:</b>	Beormund Primary School
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		<b>Essential (E) or Desirable (D)</b>	<b>How assessed (A / I / T)</b>
<b>Knowledge / qualifications:</b>	<ul style="list-style-type: none"> <li>▪ At least 5 GCSE to grade C or equivalent qualification or experience</li> <li>▪ Training and knowledge of relevant curriculum areas e.g. English, Maths, ICT, EYFS</li> <li>▪ Training and experience in supporting children with Autism, Dyslexia, ADHD, ODD</li> <li>▪ Can use ICT effectively to support learning</li> <li>▪ Ability to use equipment technology – video, camera, laminator, photocopier, iPads</li> <li>▪ Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>▪ Understanding of principles of child development and learning processes including barriers to learning</li> <li>▪ Ability to communicate effectively with pupils with different cultural, physical &amp; social needs</li> <li>▪ Team Teach training</li> </ul>	E  E  D  E E  E  E  E  D	.
<b>Experience:</b>	<ul style="list-style-type: none"> <li>▪ Minimum 2 years classroom experience of working with children of relevant age</li> <li>▪ Experience of working with children with additional needs</li> <li>▪ Experience of designing and contributing to a fun and engaging classroom environment.</li> <li>▪ To be able to creatively celebrate and display children's achievements</li> <li>▪ Behaviour management skills</li> <li>▪ First Aid trained</li> </ul>	E  D  E  E  E D	
<b>Aptitudes, skills and competencies:</b>	<ul style="list-style-type: none"> <li>▪ Very good English and Maths skills</li> <li>▪ Excellent communication skills</li> <li>▪ Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>▪ Ability to relate well to children and adults</li> <li>▪ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>▪ Ability to deal with accidents &amp; emergencies in a calm manner</li> </ul>	E E E  E E  E	

## Person Specification - continued

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	Essential (E) or Desirable (D)	How assessed (A / I / T)
<p><b>Special conditions:</b></p> <ul style="list-style-type: none"> <li>▪ Motivated to work with children &amp; young people.</li> <li>▪ Ability to form &amp; monitor appropriate relationship &amp; personal boundaries with children &amp; young people.</li> <li>▪ Emotional resilience in working with challenging behaviours.</li> <li>▪ Appropriate attitudes to use of authority &amp; maintaining discipline.</li> <li>▪ The postholder may be required to work outside of normal school hours on occasion, with due notice.</li> <li>▪ All postholders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply.</li> <li>▪ An understanding of the principles of Keeping Children Safe in Education and a commitment to ensuring the health, safety and wellbeing of all children.</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	